



Management Challenges Facing School Administrators and Pupils' Academic Performance in Public Primary Schools in Sengerema District Mwanza, Tanzania

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Abstract— The study sought to establish the management challenges facing school administrators and pupils' academic performance in public primary schools. The study was guided by the following objectives; to identify management challenges facing school administrators and pupils' academic performance in public primary schools, to find out how management challenges affect pupils' academic performance in public primary schools, to determine the possible measures to curb management challenges facing school administrators and pupils' academic performance in public primary schools. A sample of ten public primary schools from a population of ninety-eight schools was selected for the study. The participants were teachers, school committee chairpersons, ward educational officers, district educational officer, and district school quality assurance. The data gathering was done through the use of questionnaires and interview guide. The findings revealed that there were management challenges facing school administrators and pupils' academic performance in public primary school which included insufficient budget, poor cooperation with education stakeholders, over-enrollments of pupils, shortage of infrastructure, lack of teaching/learning resources and shortage of teachers. The identified challenges had negatively affected the schools' and pupils' academic performances because it has led to pupils' absenteeism in schools. To curb these challenges educational stakeholders had to invest more in education by establishing different income-generating activities in school. The researcher concludes that educational stakeholders could help in building school infrastructures and finally recommended that, the government should allocate more funds to schools, employ more teachers and school administrators should cooperate with all educational stakeholders in curbing management challenges.

Keywords— Challenges, Management, Management challenges, Academic performance, Administrator.

I. INTRODUCTION

This research examined the management challenges facing school administrators and pupils' academic performance in public primary schools in Sengerema District Mwanza-Tanzania.

II. BACKGROUND TO THE STUDY

The roles of a school administrator are highly significant in the success of an educational institution. Among the

administrative duties of school administrators were determining the vision of the academic achievement of students, generating atmosphere friendly to education, improving teaching, managing information and supervising people. This was because the school goals and objectives could be easily achieved if members of the school were working together as a team.

However, management challenges such as over enrollments, high teaching loads, financial constraints, shortage of instructional materials, inadequate physical facilities and

shortage of teachers have been interrupting effective administrations of public primary schools. As well known, management challenges as any performance that is difficult because it requires a lot of effort, strength of mind and ability, to succeed more efforts among school administrators were required to work on such available administrative constraints.

Various investigators in different parts of the world have discovered cases of management challenges facing school administrators in primary schools. Al-amarat (2011) who conducted a study on the classroom problems faced by teachers at the public schools in Tafila province, Jordan and proposed solutions. The study findings demonstrated that there was vandalism, theft, destructions of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment and the violence against teachers and students, all these threatened the whole educational process which led to management challenges in schools.

Another related study by Iwu (2013) examined the factors inhibiting effective management of primary schools in Ebonyi State in Nigeria. The study findings asserted that many schools were understaffed and were still facing inadequate subject teachers. Most heads of schools were forced to teach some classes besides their official work of administration. Furthermore, fifty-five percent of the schools were unable to financially aid the schools which made it difficult for the school heads to deal with minor repairs. Most of the pupils were seen bringing their seats from home while others used windows and floors as their seats; in cases where seats were far inadequate, pupils fight and create problems for the school authorities.

In the same line, Ngithi (2013) conducted a study on administrative challenges faced by primary school headteachers in the management of pupils in Embakasi district Nairobi County. The study findings established that the headteachers and teachers were never trained on counseling of pupils, lack of parents' cooperation in provision of pupils' requirements for learning, inadequate classrooms facilities in the schools, teachers were not trained in alternative methods of disciplining pupils after the banning of corporal punishment which contributed to increase in indiscipline cases in schools, inadequate number of teachers which led to high teaching load, textbooks and

other learning resources were inadequate in schools which put headteachers in trouble of meeting their duties.

Another study by Chacha and Zhong (2013) investigated on challenges of primary education level in Tanzania. The findings established that teachers were not retrained, books were not reviewed to match the changes, teaching and learning materials such as chalks, book for teacher guide, chemicals in laboratories, textbooks, desks, extra books were not sufficient. Moreover, the results indicate that parent education backgrounds and environment position was significantly influenced by the challenges of primary educations. These challenges caused problems to school administrators even to perform poorly in pupils' academic developments.

III. STATEMENT OF PROBLEM

Guided by the Tanzania Development Vision 2025, the government of Tanzania had placed education at the top of its list of development priorities. It has put more emphasis on student academic performance to improve and promote pupils' participation in a creative profession. Furthermore, the government has been struggling to remove all barriers of entry to schools by improving school infrastructure such as desks, toilets, classrooms and teachers' houses and the majority of citizen seemed to be aware of the government ongoing effort to improve delivery as well as perfection of the education sector. Despite all efforts which had been made by the government and other educational stakeholders on the provision of standard and quality education in public schools, the public primary school administrators have been faced with management challenges that underprivileged quality of pupils' academic performance, as reported by Mayaru (2015); that public primary school teachers faced the challenges of poor health services, delayed promotions, not given rent allowances and low salaries payments. Besides, some parents had enrolled their children in private schools, some transfer their children from public schools to private schools where the management challenges are low compared to public primary schools. This study, therefore, sought to examine management challenges facing school administrators and pupils' academic performance in public primary school in Sengerema District.

IV. PURPOSE OF THE STUDY

Specifically, the study aimed at

- i. To identify management challenges facing school administrators and pupils' academic performance in public primary school in Sengerema District.
- ii. To find out how management challenges affect pupils' academic performance in public primary Schools in Sengerema District.
- iii. To determine possible measures to curb management challenges facing school administrators and pupils' academic performance in public primary schools in Sengerema district.

V. SIGNIFICANCE OF THE STUDY

The study findings are important since they are to generate new knowledge for various educational stakeholders and stands to benefit the following;

The study findings are to benefit teachers because they would learn the existence of effective strategies to overcome management challenges. Through this, teachers would be able to operate the public primary schools and maintain pupils' academic performance.

The new knowledge generated from the study is to help educational officers to improve in their day to day administrations of their institutions. When educational administrators at deferent levels would make use of suggestions obtained from the study, they would be able to improve their school administrations which would result in commitment to their daily responsibilities hence improvements in pupils' academic performance.

Furthermore, the findings of this study are to influence government policies on the selection and training of educational administrators. The government being the major financer of all public primary schools would be able to address the management challenges associated with pupils' academic performance in public primary schools in order to achieve the goals of education.

The findings are to help school committee members to take proper measures to ensure pupils' academic performance is excellent to enable all school children to attain good

qualification after analyzing alternative measures to solve management challenges.

VI. LITERATURE REVIEW

This chapter presents a literature review based on objectives. The works of other researcher was reviewed to comprehend and investigate the research problem. The researcher reviewed the theoretical literature which would enable to study a theory related to the topic and gain clarity of the research topic. The empirical literature would justify the need for the study and highlights the relationship between the past and the current study. Lastly, the chapter presents a summary highlighting the gaps the study intends to address.

6.1 Challenges facing school administrators and pupils' academic performance in schools

Ahmad, Rehman, Ali, Khan, and Khan (2014) conducted a study in Pakistan on critical analysis of the problems of education. The study findings revealed that there were lack of adequate budget in education, lack of policy implementation, defective examination system which does not have the quality to evaluate the performance of learners comprehensively, poor physical facilities, alarming dropouts which led to lack of discipline in schools and other educational institutions, and corruption was the main contributing factor which had deeply affected the education system of Pakistan through giving unnecessary favors in allocation of funds, transfers, promotions and decision making.

In a similar study by Aydin, Ozfidan and Carothers (2017) on meeting the challenges of curriculum and instruction in school setting a study conducted in the United States. The study findings revealed that there emerging technologies presented a challenge to education, students were technophiles. They love video games-all fast-paced and addictive and can't put down their smartphones, iPods or social networks and the challenges was in figuring out how to use technology to unlock that interest. Demographic changes in America's population including its public school population were also undergoing rapid and profound changes. Changes in classroom demographics caused an increasingly heterogeneous student population viewed by educators as a challenge.

Besides, *Education for All* (2014) conducted a study on teaching and learning: achieving quality for all in France. The findings stressed that many children across the world were failing to learn-especially those who start with disadvantage and discrimination because of poverty, location, gender, ethnicity or the language they speak. The disadvantaged children were most likely to suffer, because of insufficient numbers of trained teachers, overstretched infrastructure and inadequate supply of instructional materials.

Looking at a similar study by Shanka and Thuo (2017) who investigated the conflict management and resolution strategies between teachers and school leaders in primary schools of Wolaita zone, Ethiopia. The study findings established that challenges in primary schools were grouped into three areas: institutional (lack of or unfair distribution of school resources, and poor infrastructure); work (low performance in school plans, work overloads and dissatisfaction, lack of competences in teaching, and lateness and absenteeism, intolerance among workers on the part of teachers, and lack of accountability and responsibilities, poor implementation of education policies, lack of training for staff, and lack of reward system for leaders); leadership (false reports, lack of involvement in decision making, inferiority and superiority complex, favoritism in allocating positions and training opportunities, and lack of clarity in the educational training policies and guidelines).

A study by Kudakwashe and Richard (2011) looked at education for all: issues and challenges in Zimbabwe. The study findings revealed that the schools were far away, making students refrain from enrolling. Children had been kept out of school because they were required to provide cheap labour at home; there was pressure on classroom facilities, insufficient teachers and an inadequate supply of instructional materials.

On the same topic, Galafa and Lucas (2018) investigated on challenges to educational administration and management in primary schools in Malawi. The findings indicated that there were insufficient funding which led to lack of sufficient resources in the schools, lack of cooperation between school management and communities surrounding the schools, headteachers themselves were not exemplary in their administrative work, miss management of funds, lack of training for headteachers prior to their appointment and lack of in-service training for teachers in general.

In a related study, Higenyi, (2017) conducted a study on school-based accountability and management of universal primary education in Uganda. The study findings stressed that there were overcrowded classes, high dropout rates, poor discipline, absenteeism, late-coming, lack of meals for both teachers and learners, and in almost every class teachers interfaced with children with special needs which required specialized sign language.

Rono (2013) in a study examined factors affecting pupils' performance in public primary school at Kenya certificate of primary education examination. The findings revealed that there were lacks of adequate playing ground, government disbursement of funds was delayed forcing headteachers to send pupils home for school fees, lack of adequate facilities such as science equipment, classes and other teaching and learning resources which affect teaching and in most cases mix up rebellion which leads to poor performance.

On the same idea, Gituathi (2012) conducted a study on human resource factors influencing pupils' performance in Kenya certificate of primary education. The findings revealed that the majority of schools had high teacher-pupils ratios which negatively affect the way the teacher delivers in their teaching profession to a great extent. The over-enrollment of pupils in schools was also the reason for poor performance in the school. However, headteachers and teachers were never undergone further training to help them cope with the increased enrollment.

UNESCO-IBE (2011) conducted a study in world data on education in the United Republic of Tanzania. The findings established that teachers do not have fringe benefits that other workers enjoy, such as adequate housing allowance, lunch allowance, and transport allowance. Furthermore, inspectors were supposed to visit schools regularly: however, due to shortage of funds, inspection was confined to schools close to the inspectorate offices. Due to financial constraints, most of the headteachers had never been trained in management, administration and school inspections.

In a related study, Ndikumwami (2013) conducted a study on the investigation of challenges that face teachers in improving teaching performance in primary schools in Dodoma Municipal Council-Tanzania. The study employed mixed-method research approach and the study findings exposed that, teachers were faced with various challenges which includes low and late salary payment, poor school environment, overcrowded classrooms, student indiscipline,

distance the teachers walk from home to school, accommodation, teaching and learning materials, promotion and professional development and lack of teachers morale in teaching.

Matete (2016) conducted a study on challenges facing primary education under the decentralization of primary school management in Tanzania. The findings demonstrated that there was congestion of students and shortage of classrooms, shortage of desks, shortage of teachers due to poor teachers' deployment, shortage of teaching and learning materials and low performance in national examinations for standard VII pupils which affected the whole process of teaching and learning.

6.2 Effects of management challenges on pupils' academic performance in primary schools

Hodges (2012) conducted a study on differences in the quality of Jamaican primary school facilities were correlated to differences in the performance of the schools in the grade six achievement tests. The study findings demonstrated that there were school safety issues interrupted teaching and learning activities, lack of classroom space for teacher movement linked to overcrowded classrooms. Noise and lack of proper acoustical treatments in primary school classrooms were correlated to the lower overall performance of schools and specifically the lower performance of boys. Poor air circulation and high temperatures were also more likely to be associated with the underperformance of girls.

On the same thought, *European Trade Union Committee for Education* (2012) investigated school leadership in Europe: issues, challenges, and opportunities. The study employed a case study approach and the study findings from Spain demonstrated that school leaders were overburdened with tasks which required a considerable amount of working hours exceeding the normal weekly working hours (40). School leaders were more deeply involved with instructional leadership rather than administrative work. This allowed them to be more closely involved in the development of the achievement of the school.

Also, Agustin (2016) conducted a study on the impact of teacher absenteeism on student achievement: a study on U.S. Republic schools, using results of the 2011-2012 civil rights data collection. The findings demonstrated that there was a negative impact on teachers' absenteeism on student achievements because teachers' absenteeism was affecting educational quality. Teachers' absenteeism was affecting

student's achievements and also was affecting teachers performing and many students failed on exams when teachers were absent. Furthermore, poor neighbourhoods were related to higher teacher absenteeism because the schools could be an unsafe place to work and this would have an effect on the quality of the education as well

In relation to this study, Olive (2013) looked at the challenges faced by primary school principals in curriculum management in South Africa. The study findings discovered that principals had an enormous administrative workload that prevents them from paying attention to their core responsibilities as school leaders and curriculum managers. Principals lack leadership skills and find it difficult to keep educators motivated and focused on teaching and learning. Professional development programs that were also imposed by the department had little regard for the individual needs and goals of the schools hence lack consistent follow and coaching.

Hussein (2015) conducted a study on educational challenges in post-transitional Somalia. The study findings revealed that the teaching profession in Somalia was keeping losing qualified teachers and find it hard to hire the brightest graduates-a major blow to the education system which affects pupils' academic performances. No one in the country was interested in becoming a teacher because the belief was that teachers were not well paid and not respected in the community. Somalia was facing a serious teacher shortage at all levels of basic education, also there was a lack of subject specialists where teachers were teaching subjects that they hadn't ever studied themselves such as business or social sciences which led pupils to performances poorly in their studies. However, the findings obtained under pure qualitative research approach cannot be generalized to the entire population.

In the same focus, Ogola (2010) conducted a study on free education in Kenya's public primary schools: addressing the challenges. The findings established that the political leaders were also sending conflicting signals to the parents and communities as they pointed out that fundraising or voluntary contribution were no longer necessary. Inadequate classroom space and facilities such as textbooks increase congestion in classrooms and creates poor classroom interactions. Also, fixed school curriculum makes learning distasteful to learners with varied backgrounds, which was, rigid school curriculum does not allow learners to develop

their talents to be self-reliant and it demoralizes learners from venturing into their areas of interest. Furthermore, the classroom teacher-learner ratio had increased from 1:40 pupils per class to 1:60-90 pupils per class, this affected methodology and teaching-learning interaction. This had put a high demand on teachers, stationery, equipment and physical facilities in the 18,000 plus primary schools in the country.

In a similar study, Mbaabu and Orodho (2014) conducted a study on primary school management: Focus on constraints faced by headteachers in managing primary school in Chongoria division, Meru county, Kenya. The findings demonstrate that headteachers had not developed intrinsic motivation; self-awareness and ability to critically analyze experiences and organize own mindset. Effective supervision of teaching and learning was lacking, the school was not child-friendly. Due to a shortage of basic instructional resources and teacher over-load, it is arguable that there could be no activity-based teaching and learning.

A study by Mwirigi and Muthaa (2015) investigated the impact of enrollment on the quality of learning in primary schools in Imenti central district, Kenya. The study findings stressed that the increased pupils' enrollment affected quality of learning as classes were overcrowded contributing to noise-making, poor class control, teachers overwhelmed by work and sharing of textbooks amongst the pupils.

A nother study by Tshabangu and Msafiri (2013) investigated on quality education in Tanzania: perceptions on global challenges and local needs. The findings stressed that there was a widespread lack of sufficient manpower and infrastructure, poor policy implementation and lack of political will to engage stakeholders in a purposeful, trustworthy environment thereby threatening health links between education and other national socio-economic goals.

Moshi (2016) conducted a study on the influence of public primary school teachers working environment on students' academic performance in rural areas: A case of Kilimanjaro region, Tanzania. The study findings revealed that, because of low salary and fringe benefits teachers were being involved in petty business, agriculture and tuition activities and using school hours for their businesses and in so doing; they were not attending all their periods as dictated by timetable. Besides, shortage of textbooks had also contributed to poor primary school student academic performance as it was a back born for teaching and learning

processes. Moreover, the lack of teachers' houses, washrooms, and staff rooms were said to reduce teacher morals in their teaching activities, they were working to protect their employment but not improve the pupils' skills, understanding and knowledge on the particular subject.

6.3 Possible measures to curb management challenges facing school administrators

In Jordan, UNICEF (2014) investigated on country report on-out-of school children. The findings demonstrated that, schools were providing remedial education programs for low performing children to prevent their dropping out, enhancing the role of school counselors in dealing with the academic and psychosocial issues of low performing children as well as enhancing collaboration with civil society and the media in raising the awareness of families on the significance of education and the consequences of dropping out.

The possible measures to curb management challenges was also addressed by *Asia Pacific Institute of Advanced Research* (2017) when it asserts that, there were some strategies drawn to enhance the conflict resolution of school administrators which include execute in-service trainings and seminar-workshops along conflict management with video presentations. Furthermore, administer open forums on management practices along public relationships with external stakeholders through community assemblies with Parent-Teacher Association (PTA) officials, community people, and non-government organizations. APIAR's study was dealt with conflicts and resolutions of school administrators in the Philippines which has timely reported better results than Tanzania where the current study been conducted to fill the gap on management challenges facing school administrators in public primary schools.

In Pakistan, *Education for All* (2015) conducted a national review report on education for all 2015. The findings demonstrated that teachers go door to door to identify out-of-school children and persuade parents for admission of their kids in the school. Free edible oil for high attendance level was being given to both girl students and their teachers. Moreover, there was the establishment of new schools to accommodate additional students by constructing 2-room new formal or opening of 1-room non-formal schools in underdeveloped areas where enrollment was low due to non-availability of formal public schools.

According to Wales, Ali, Nicolai, Morales and Contreras (2014) in Chile, Chile launched a series of programs to

improve access to basic education like the full school day programs introduced the compulsory lengthening of the school day in all publically funded primary education facilities. In terms of additional hours, this, when combined with extensions to the school year, that led to an additional 232 hours of schooling every year for students in Grades 3-6 and an extra 145 hours in Grade 7-8, which was then part of primary schooling. Wales et al study was done in the developed country, the current study was conducted in a developing country specifically Tanzania.

In addition, *The World Bank* (2012) conducted a study on education in the Republic of South Sudan: Status and challenges for the new system. The findings stressed that schools established capacities for effective monitoring, planning, and quality assurance, as well as the capacity to create proper incentives and meaningful social accountability mechanisms. There were options for development need to be considered in tandem with their fiscal implication so that new directions for the sector were financially sustainable.

Mohammed (2016) conducted a study on the principals' supervisory roles for quality education in Nigeria. The findings established that there were classroom visitations by the supervisor to watch teachers and students in action which offered the principals an opportunity to understand the status of curriculum and experience which the students were having. The use of workshop techniques as a supervisory device which offers a group of people working together to be able to identify problems and proffer solution to them during discussion. There was also the use of research techniques which leads to new facts; through research, the supervisor could solve educational problems.

Looking at similar study, Darma and Muttaqha (2015) conducted a study on access to quality primary education in northern Nigeria: transforming public underachieving schools to high achieving schools using social business theory. The study employed a pure qualitative research approach. The study findings established that in order to cope with the demand for change, including changes in the quality of education, the number of students coming into the school, the growth of social and societal ills that need to be checked, the school needs to design and implement acceptable, viable and futuristic changes in its leadership and management structure, these changes must be in keeping with the community. Also, the school should anticipate chaos, ambiguity, and paradox, thus should be humanistic

rather than mechanistic in the management of its activities. School stakeholders must be able to capture the needs of the community and to translate these needs into businesses to help the community. This call for the stakeholders to have insight, to be aware, to had an understanding of human activities, to know how to halt the spread of ills and finally, how to develop good fortune and share it with all.

On the same vein, Glennerster, Kremer, Mbiti and Takavarasha (2011) conducted a study on access and quality in the Kenyan education system. The findings demonstrated that school administrations emphasized the importance of parents' involvement in their children's education and provide better information on the school system, including information on the roles and responsibility of various personnel and school offices. Fashion design of teaching to meet the needs of students was introduced. Given the heterogeneous achievement level in the classes, the grade structure be more flexible so that some children could take different subjects with different peer groups, taking math with one group and reading with another.

EQUIP-T (2017) conducted a study on impact evaluation in Tanzanian education. The findings revealed that the schools cope with shortage of facilities in two ways: having two shifts of classes using the same classroom at different times, and putting multiple classes in the same classroom at the same time, for example standard 2 and standard 5 share a classroom, facing different walls and the teachers took turns to instruct their pupils

VII. METHODOLOGY

The study employed the mixed-method research approach. The qualitative would help the researcher to analyze and to interpret data in terms of words and to emphasis the use of oral communication, to give the respondents the chance to state their views and solutions to the problems (Creswell, 2014). The quantitative approach, according to Creswell (2012) stated that quantitative research techniques would be used for the aim of recording data and translating data into mathematical languages. The reason why the researcher opted to use a mixed approach was that, the researcher gain in breadth and depth of understanding and validation, while offsetting the weaknesses inherent in using each approach by itself.

The study also, employed a "convergent parallel mixed method design" where the researcher collects both

quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other.

The target populations of the study were District Educational Officers, District Schools Quality Assurance, Ward Educational Officers, Teachers and Chairpersons of school committees in public primary schools.

Both probability and non-probability techniques were employed to get the sample size of the study where the total sample size of 100 respondents was used. The study employed simple random sampling to get a sample of 10 public primary schools. The researcher used questionnaires to collect information from primary school teachers and the interview guide was used to collect information from district education officers, district school quality assurance officers, ward educational officers and School committee chairpersons.

The validity and reliability of research instruments were suitable procedures of reality and accuracy of the tools to be used in quantitative and qualitative data collection. The current study tested the validity and reliability of questionnaires. According to Sim and Wright, 2005; Madan and Kensinger, 2017 as cited in (Mohajan, 2017) elaborated

that, if the Coefficients yield above 0.7, are considered acceptable. Hence the instruments in the current study yielded 0.78 coefficients. Thus, the instrument was acceptable to be used in the study. Finally, the researcher adhered to ethical principles for educational research and acknowledged all sources used.

VIII. RESULTS AND DISCUSSION

The presentation, interpretation and discussion of research findings were presented with respect to the objectives below.

Administrative Challenges Facing School Administrators

This section sought to discover the management challenges facing school administrators and pupils' academic performance in public primary schools. The respondents were requested to provide their observations.

Teachers' adequacy in school

Respondents were requested to put a tick alongside sufficient teachers or insufficient of teachers to identify how they consider the number of teachers in the school through questionnaire. The results are summarized in Table 4.3.

Table 4.3: Teachers' sufficiency in school (n=90)

Responses	Frequency	Percent
Sufficient	11	12.2
Insufficient	79	87.8
Total	90	100

Source: Field Data, (2019)

Table 4.3 specifies that, majority of the respondents 87.8 percent pointed out that public primary schools in Sengerema district had insufficient teachers, while 12.2 percent reported that public primary schools in Sengerema district had sufficient teachers. This denotes that, majority of the respondents view high teacher-pupil ratio in their schools which was a key management challenge that led to the underprivileged quality of pupils' academic performance in public primary schools. The results agree with Matete, (2016) who asserted that the number of teachers has not kept pace with expanding enrolments; and the poor quality of education remains a challenge.

In an interview session, one interviewee had been asked to identify how they consider the number of teachers in public primary schools and had these to say:

Teachers are very few to accommodate the big number of pupils found in schools in almost all public primary schools in Sengerema district and this is the cause of administrative challenges facing school administrators. Furthermore, there is a lack of accountabilities among school administrators and some of the teachers were spending a short time in working stations due to other responsibilities they have like

entrepreneurship works (IGORO 1, 18 March, 2019).

The findings from this interview validated that the shortage of teachers in schools resulted in ineffective teachers' performance and pupils' academic performance in public primary school. To curb this kind of management challenges teachers were supposed to work hard and the government

should employ more teachers to meet the needs in public primary schools.

Average teacher's workload per week

The study was interested to find out the teaching loads among teachers hence they were asked to illustrate the number of periods that were assigned to teach per week. The results are shown in table 4.4

Table 4.4: The workloads of teachers per week (n=90)

Responses	Frequency	Percent
10-15 Periods	15	16.7
16-20 Periods	28	31.1
21-25 Periods	3	3.3
26 and above	44	48.9
Total	90	100.0

Source: Field Data, (2019)

From the findings on table 4.4, asserted that 48.9 percent of the teachers had 26 periods and above per week, 31.1 percent of the teachers had 16-20 periods per week, 16.7 percent of the respondents said that they had 10-15 periods per week. Furthermore, the least of participants 3.3 percent responded had 21-25 periods per week. This shows that the teaching loads for teachers were too high because the majority of the teachers had 26 and above periods per week which could affect the whole process of teaching and learning because teachers lack time to prepare their lessons. The findings disagree with UNESCO-IBE (2011) which ascertains that primary school teachers should teach two-thirds of the school contact hours. Teachers can be asked to teach up to 24 units per week, a total of 16 hours per week and teacher's workload averages 24 periods per week. Due to the high teaching load for teachers had, teachers were made feel exhausted and discouraged to teach pupils something which affects pupils' academic performance. The findings were similar to the findings of Kudakwashe and Richard (2011)

who stated that there was pressure on classroom facilities, insufficient teachers and inadequate supply of instructional materials. However, the high teaching loads in public primary schools had affected pupils' academic performance on seeking knowledge and self- developments, so average teaching units per week among teachers is urgently and actively encouraged to curb this management challenges facing school administrators in public primary schools.

Other management challenges facing school administrators

The study further sought to clarify if there were other management challenges facing school administrators in public primary schools in Sengereme district. Respondents were requested to identify such management challenges facing school administrators as they manage public primary schools and pupils in general. The challenges that emerged from teachers' responses are captured in figure 4.1

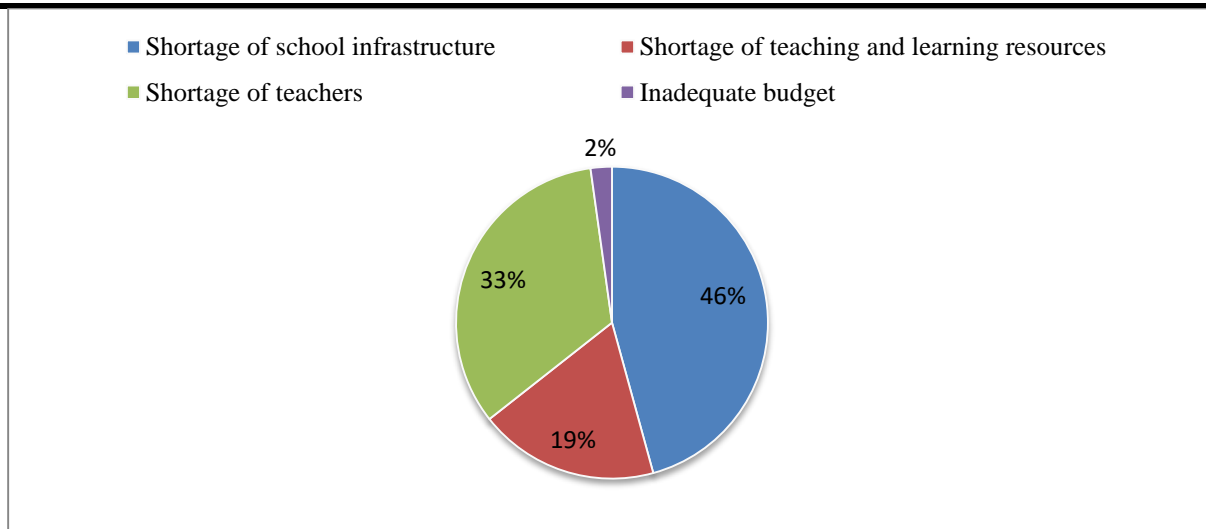


Fig.4.1 Other management challenges

From figure 4.1, 46 percent of the respondents indicated that schools were faced with a shortage of school infrastructure. 33 percent felt that schools had been faced with a shortage of teachers while 19 percent reported the presence of shortage of teaching and learning resources. 2 percent reported inadequate budget provided by the government. The indicated tactics were essential for teaching and learning environment to be beneficial for learners and teachers, eventually have affected school administrators which led to poor pupils' academic performances. The findings collaborated with Ahmad et al (2014) who pointed out that "there are despairing no facilities of books, libraries and reading materials in all educational institutions of the country. Besides, there were overcrowded classrooms, inadequate teachers and ill-equipped laboratories. This entire grim situation has resulted in a despair and low standard education system".

Regarding interview results from the respondents on other management challenges facing school administrators, one interviewee lamented;

Public primary schools administrators are faced with various management challenges such as lack of motivation among teachers, poor accountabilities among school administrators, insufficient school infrastructures like classrooms, teachers' houses, libraries, teachers' offices and toilets, political interference in academic issues, negative translations especially to the government policies like fee-free basic educations, lack of teachers and pupils' meals at schools. Shortage of

teachers, insufficient teaching and learning resources like textbooks, conflicts between school and societies surrounding school led by boundaries holdings and misuse of little funds from the government (Capitation grants) (SONTO 1, 14 March, 2019).

The study findings with regard to the interview revealed that most of public primary schools were faced with various other management challenges because majority of the school administrators lacks necessary supplies like textbooks, political interference in academic issues, over enrollments in schools, lack of motivations among teachers and negative translations to government policies like fee-free basic education. However, the identified challenges had negatively affected the public primary schools; these challenges need to be curbed by all educational stakeholders to place school administrators under great self-confidence on working out practical solutions for better and improved pupils' academic performance.

Effects of Management Challenges on Pupils' Academic Performance

The study sought to determine the management challenges which affect pupils' academic performance in public primary school in Sengerema District. To respond to this section, respondents were presented with five statements in which they were required to state their agreement levels on five points likert scale which were (1=Strongly Disagree, 2=Disagree, 3=Moderate, 4=Agree, 5=Strongly Agree).

Responses achieved from participants responded are shown in table 4.8

Table 4.8: Rating responses on challenges affect pupils academic performance (n=90)

Statement	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Heavy work load by teachers	-	-	-	-	-	-	77	85.6	13	14.4
Insufficient personnel	-	-	2	2.2	42	46.7	46	51.1	-	-
Little regard for individual needs	-	-	1	1.1	35	38.9	53	58.9	1	1.1
Lack of political will to engage stakeholders in school works	2	2.2	12	13.3	18	20.0	57	63.3	1	1.1
Head teachers lack leadership skills	13	14.4	55	61.1	21	23.3	1	1.1	-	-
Teachers absenteeism	-	-	7	7.8	20	22.2	57	63.3	6	6.7
Overcrowded classrooms	-	-	-	-	-	-	61	67.8	29	32.2

Source: Field Data, (2019)

Heavy workloads by teachers

As shown in table 4.8, the finding indicates that all participants (100 percent) agreed with the statement that heavy workload by teachers was affecting pupils' academic performance in public primary schools because pupils cannot learn effectively due to shortage of teachers. This entailed that additional teaching loads unquestionably interrupt the normal duties of the teacher and affect the effectiveness; pupils' learning outcome can be exaggerated when the teachers were committed to excessive teaching activities. The findings are in line with Ogola (2010) who recognized that "the teachers have heavy workload, that is, they handle many lessons and many pupils. It is difficult for teachers to give personalized attention to all the learners, give adequate assignments to test what has been taught and take full control of their classes". The government needs to work on this challenge by employing more teachers to reduce the heavy teaching loads for teachers so as to improve pupils' academic performance.

Insufficient personnel

Besides, the findings from table 4.8 indicated that 51.1 percent of the respondents agree with the statement that, insufficient availability of personnel affected pupils' academic performance. This demonstrates that pupils' achievement depends greatly on their interaction with teachers; if there were insufficient teachers in schools it would affect teachers' and pupils' interaction hence, poor academic performance among pupils. The findings are similar to Ahmad et al (2014) who assert, "This situation is

grimmer in remote parts of Punjab, Sindh and Baluchistan where even there are no teachers available in schools". Teachers make pupils capable to face and question their efforts and hardworking, sometimes teachers perform like a door to outer the pupils' life, so in order to curb this challenge there were a need to employ more teachers to meet the needs.

Little regard for individual needs

Furthermore, the finding from table 4.8 help to discover that 60 percent of the respondents agreed with the proclamation that little regard for individual needs had effects on pupils' academic performance. This detailed that, a small number of individuals in working place assume of trying to solve a problem without considerable and determined teamwork, open discussion, consideration, and research. This view is shared by Moshi (2016) who contends; "Most of the teachers reject the rural posting because of the poor environment as well as the working environment in rural areas. Some of the teachers employed in rural areas move to urban or they decide to leave the professional all over due to low salary and fringe benefit gave to them". School supervisors told teachers and pupils to cooperate but they usually spend little time on individual needs such as poor working environment, low salary payments and shortage of teaching and learning resources which were basic needs for teachers in school. However, with regards to individual needs is when we can offer excellent academic performance through pupils' development and successful teachers.

Lack of political will to engage stakeholders in school works

Moreover, the findings in table 4.8 show out that 64.4 percent of the respondents agree with the statement that lack of political will to engage stakeholders in school works affect pupils' academic performance. This necessitated that the lack of political support affects pupils' academic performance at large as were known that political will is a key power in motivating educational changes. Nevertheless, the effect of additional expenses on educational outcomes depends on the type of autonomous organizations, such as chosen parliaments in position and sometimes educational stakeholders do not have cooperative voice on educational issues. The findings concur with Tshabangu and Msafiri (2013) who indicated that there is a lack of political will to engage stakeholders in a purposeful, trustworthy environment thereby threatening healthy links between education and other national socio-economic goals. This kind of management challenges had been affecting pupils and teachers in school environments due to lack of link between school administrators and other educational stakeholders in school works.

Headteachers lack leadership skills

The findings in table 4.8 also indicate that the majority of participants 75.5 percent disagree with the statement that headteachers lack leadership skills affect pupils' academic performance in public primary schools. This signifies that most of the public primary school headteacher had adequate leadership skills because they had been showing teachers and pupils that they were there to encourage them, understand teaching and learning, track pupils' progress, reward good work among all teachers and allocate responsibilities to the staff members. For a principal to be an effective manipulator of teachers' activities he/she needs to be intelligent, have initiative and the ability to supervise effectively (Mohammed, 2016). So it was the responsibilities of headteachers to apply their leadership skills to ensure effective academic performance, hence the use of appropriate procedure of supervision by headteachers in schools was essential for the progress of teaching and learning.

Teachers' absenteeism

The study findings furthermore revealed that majority of the respondents 70 percent agree with the statement that teachers' absenteeism had been affecting pupils' academic performance in public primary school. This established that

teachers' absenteeism had been a serious effect on pupils' academic performance and academic behaviour because when a teacher is absent from classroom pupils' learning was interrupted, increasingly teachers absenteeism from school led to lower academic performance in various examinations among pupils. The findings concur with Agustin (2016) who declared that "results are consistent with the view that teacher absenteeism is either a cause or a symptom of significant problems related to student achievement in the education sector". When the teacher is repeatedly absent pupils' academic performance can be considerably impacted in unconstructive ways which sometimes demotivate pupils' learning in public primary schools.

Overcrowded classrooms

Finally, the findings in table 4.8 revealed that all respondents (100 percent) agreed with the statement that overcrowded classrooms affected pupils' academic performance in public primary schools. This indicates that in overcrowded classrooms, pupils might have difficulties in paying attention to the lessons which sometimes led to less learning and contribute to lack of focus. On top of that, pupils could be troubled by noises and effective teaching was not possible because of discipline, instructional, physical and assessment problems in overcrowded classes. The findings concurs with Mwirigi and Muthaa (2015) who contended that "the increased pupils' enrolment affected quality of learning as classes were overcrowded contributing to noise-making, poor class control, teachers overwhelmed by work and sharing of textbooks amongst the pupils". Overcrowded classrooms led teachers to fail to effectively accommodate and control the class, reduce the level of attainment for the specific period and decrease the pupils' concentrations in classrooms.

The Possible Measures to Curb Management Challenges Facing School Administrators

The third objective of the study was to determine the possible measures to curb management challenges facing school administrators and pupils' academic performance in public primary schools.

Parents' involvement in curbing management challenges facing administrators

The participants were requested to specify and identify how parents had been involved in curbing management challenges facing school administrators in public primary schools. The findings obtained from the respondents are presented in figure 4.3.

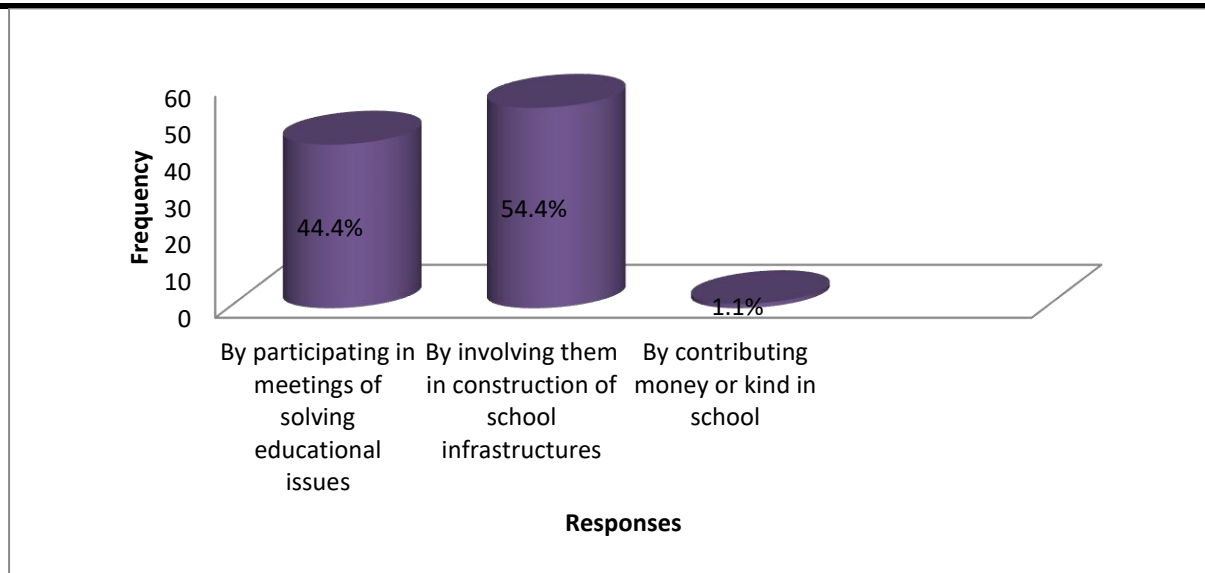


Fig.4.3: Parents' involvement in curbing management challenges facing administrators.

From the findings in figure 4.3, 54.4 percent of the respondents illustrated that parents had been involved in the construction of school infrastructure, while 44.4 percent of the respondents reported that parents had been involved in curbing management challenges through participating in meetings of solving educational issues held in schools. 1.1 percent of the respondents indicated that the parents had been involved in curbing management challenges by contributing money or kind in schools. The findings illustrate that there was coordination between the school administrators and other educational stakeholders like parents as shown by respondents that parents had been involved in curbing management challenges facing schools something very important for improvement of pupils' academic performance. The findings were similar with Glennerster et al (2011) who found out that "it provided parents with better information on the school system, including information on the roles and responsibilities of various personnel and school offices". It was believed that, when parents were involved in the pupils' education both of them were likely to benefit. Parents were the ones who could have extra time to settle with their children than teachers did. It was the most excellent technique to allow the parents and their children to achieve wisdom of responsibilities to improve their life.

When interviewed on parents' involvement in curbing management challenges facing school administrators, one interviewee reported;

The possible measures to curb management challenges facing school administrators were through advising parents when visited schools on how to participate in school activities as well as to discuss and come up with a solution on how to handle school. To encourage all school administrators on working hard so as to meet their goals and objectives. Also, requesting district education office working hand in hand with district school quality assurance office and other educational stakeholders to improve pupils' academic performance (IGORO 1, 18 March, 2019).

Due to these findings, it was unquestionable that involvement of different stakeholders like parents in school activities such as supporting their children's schooling by attending school functions and responding to school responsibility expanded their knowledge and increased their credibility with school administrators as they participated in decision-making functions. School administrators were encouraged to involve parents in school functions because it fosters achievement and successful gains on pupils' academic performances.

Allocation of more funds

The respondents were supposed to indicate whether the allocation of more funds by the government is the best way of alleviating management challenges to school

administrators on pupils' academic performance. The findings are presented in table 4.11

Table 4.11: Allocation of more funds is the best ways to alleviate management challenges (n=90)

Responses	Frequency	Percent
I strongly agree	11	12.2
I agree	78	86.7
Strongly disagree	1	1.1
I disagree	-	-
Total	90	100.0

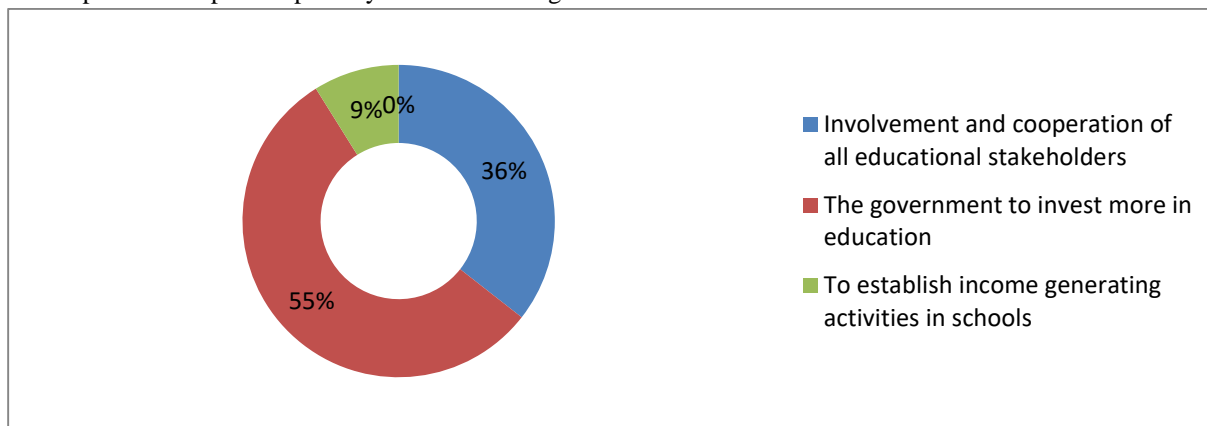
Source: Field Data, (2019)

From the findings, 86.7 percent of the respondents indicated that they agree on the allocation of more funds by the government as the best way of alleviating management challenges to school administrators on pupils' academic performance, 12.2 percent said they strongly agree with the statement. On the other hand, 1.1 percent strongly disagree on the allocation of more funds to be the best way of alleviating management challenges. This indicated that teachers believed inadequate financial resources on the effective administration of schools. The findings collaborate with UNICEF (2014) which established that "one of the main functions of any funding formula is to ensure the fair distribution of resources among schools, as well as provided additional funding to poor communities". As the government is the main sponsor of public primary schools through

funding had to allocate adequate budget to schools in order to alleviate management challenges. Hence, improvements and allocations of funding across local public primary school led to an improvement in rank and distribution of pupils outcomes.

Other ways of curbing public primary school management challenges

The respondents were requested to specify other ways of curbing public primary school management challenges that they experienced in their implementation of school duties. The participants' responses were presented in figure 4.4 which shows other mentioned ways of curbing management challenges by percentages.



Source: Researcher, (2019)

Fig.4.4 Other ways of curbing public primary school management challenges

From the findings, 55 percent of the respondents indicated that the government should invest more in education, 36 percent reported on involvement and cooperation of all educational stakeholders in school activities, while 9 percent

indicated that schools to establish income-generating activities as the way of curbing management challenges. These illustrate that quality learning could be influenced by increased good strategies on overcoming management

challenges like involvement and cooperation of all educational stakeholders in public primary schools especially when schools had beneficial learning environments. The findings were the same with *The World Bank* (2012) which reported that “to address challenges three sets of actors must effectively carry out their respective roles and responsibilities (a) the Government of the Republic of South Sudan Ministry of Education (b) the State Ministry Of Education and (c) non state providers of educational services, including nongovernmental organizations (NGOs), churches, contractors and firms”. For school administrators to curb management challenges had to be creative on implying different ways or strategies hence improvement in pupils’ academic performance. So school administrators should commit to improve the quality of education and decrease the education gap by raising school resources and improving the effectiveness of educational institutions.

In an interview session on other ways of curbing public primary school management challenges, one interviewee detailed that:

Educational stakeholders had been working on school management challenges through establishing school generating income activities like cultivation of maize for food and selling to get money for school administrations. To have double sessions to overcome the challenges of shortage of teachers and school infrastructures, eliminating pupils’ absenteeism in school and encouraging teachers and pupils on working hard in teaching and learning. Schools should also cover up short and long development plans on how to overcome management challenges facing school (CLED 3, 22 March, 2019).

The findings from the interview appear to specify that, school administrators in public primary schools had been employing different strategies to curb management challenges such as struggling to support and connect all pupils to schools. Some ways used by school administrators to improve performance and avoiding dropout were to identify vulnerable pupils in the early hours and take action without delay. This means checking information on the

number of pupils’ presents, involvement of educational stakeholders in school activities, pupils’ performance and covering actual reaction to advance results and stop dropout.

IX. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The study investigated on the management challenges facing school administrators and pupils’ academic performance in public primary schools in Sengerema district Mwanza region-Tanzania. The study concluded that, there shortage of teachers in primary schools, shortage of school infrastructures, school over-enrollment, shortage of teaching and learning resources, high teaching loads and inadequate budget provided by the government. The study established that, pupils cannot learn effectively due to insufficient personnel, little regard for individual needs, lack of political will to engage stakeholders in school works and shortage of school infrastructures which led to poor academic performance. Also there overcrowded classroom ad teachers absenteeism; all these had led teaching and learning to be ineffective. The study futher revealed that the district education office must work hand in hand with district school quality assurance office to overcome management challenges. Parents’ involvement in school activities such as construction of school infrastructures, participating in meetings of solving educational issues held in schools and contributing money or kind in schools. Also, educational stakeholders could help to address management challenges in public primary schools through building school infrastructures, parents volunteering in school activities, parents ensuring availabilities of uniforms and other learning resources.

Recommendations

- i) Educational stakeholders should invest more in education and schools should establish income-generating activities, having double sessions in schools to overcome shortage of teachers and school infrastructure as well as schools to have short and long development plans in curbing management challenges, constructing different school infrastructures such as classrooms, teacher’s houses, libraries, toilets and school furniture.
- ii) The government through the ministry of education should employ and allocate more teachers in all public primary schools experiencing shortages to facilitate.

At the same time, qualification and competence of teachers should be considered before posting done in order to ensure that pupils were taught by people with required academic qualifications.

- iii) The government should allocate enough budget for public primary schools to eliminate the effect of management challenges and enable schools to run efficiently. Through its budget, the government should also provide better salary and other motivations which would facilitate teachers to work effectively.
- iv) Teachers and pupils should work hard in meeting their responsibilities and the ministry of education ought to distribute more teaching and learning resources at schools such textbooks, conducting in-service training for teachers in order to curb the management challenges.
- v) School quality assurance officers should frequently visit public primary schools for supervision, directing, showing and offering support to help teachers in making improvement and experience satisfaction in their job.
- vi) School administrators should cooperate with all community members in curbing management challenges facing schools in order to improve pupils' academic performances.

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